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Current Publications.

We offer in our universities, for example in Germanics, elementary or structural courses: grammar, translation, composition; we offer intermediate or cultural courses: Lessing, Goethe, Schiller, lyrics perhaps, some historical grammar and some history of literature; we offer Teachers' courses, as to best methods of instruction, text-books etc.; and finally, we offer graduate courses, in Gothic, Old Norse, Old High German etc., in which we refer students occasionally to articles on the subject in hand (in such journals as *American Journal of Philology*, *Paul und Braunes Beiträge*, *Benzenbergers Beiträge*, *Zeitschrift für deutsches Altertum*, *Zeitschrift für deutsche Philologie*, *Indogermanische Forschungen*), intending that they shall form the habit of consulting these journals also after they leave our guidance.

We offer the above courses, but most of us at least do not teach our students how to "keep abreast," that is, how to keep up with new publications in their line of work in general, say in the field of Germanics. And so, many of our students go forth well enough "abreast" perhaps up to the time of their graduation, tho with the helpless feeling that they must return to us every now and then, to the fountainhead so to speak, to be put in touch with important publications that have appeared and movements that have taken place since their year of graduation. With the day of graduation their fossilization begins. They are not wholly to blame, for they have not been so taught to keep abreast that graduation means for them only launching their bark in a current that carries it continuously on, advancing it constantly farther away from the point of departure. On the contrary, their boat, once launched, stays close to the place of mooring, not venturing into the unknown ahead, for fear of losing its bearings.

The present writer believes that we have no right to send forth as teachers students who do not know how to keep abreast, to keep up with the times, to keep up with the new, current publications. As an experiment the writer offered a course in "Current Publications," for the first time two years ago last September. Columbia University, of New York City, following this lead, introduced into her catalogue last spring a course entitled "Current Bibliography." The writer would like to explain what she means by a course in "Current Publications." A year's work was as follows:

1. The student made a card catalogue of all the journals or periodicals dealing with Germanics in the library, giving data as to date of origin, publisher or publishers, place of publication, how often published (whether an annual, quarterly etc.), price, and aim. He was made conversant with the fact that all these journals have to do with Germanic philology, and that philology means a study of both language and literature.

2. The student was then referred to Pauls Grundriss, 2nd ed., 1901, vol. I., p. 105–108, for further data in regard to these journals.

3. The student was required to work over thoroly all the issues of the current year, from June to June, or May 15th to May 15th, of the "Literarisches Zentralblatt" and the "Literaturblatt für germanische und romanische Philologie," making a card catalogue of all publications in his line recommended in these two journals (with data as to year of publication, edition, publisher, price, importance etc., and arranging the cards alphabetically in two groups: the writers (as Goethe, Hebbel, Heine, Klopstock, Schiller), and general topics (as America, Ballad, Epic, German language, History, Literature, Lyrics, Romanticism etc.). The teacher, here as elsewhere, assigns a certain number of periodicals each week, and carefully compares notes with the students in class. Much guidance from the teacher is needed, especially for a few weeks at the start.

4. The student was referred to important articles in the leading journals, having to do with various topics, and took notes from them. For example, "Reform-Methoden," Viëtor, Die Neueren Sprachen, vol. 14, No. 3, 1906, p. 184–189. *Tendencies in modern German grammar*, Journal of English and Germanic Philology, Jan. 1907, vol. 6, No. 2; and in connection with pronunciation, Litbl. Jan. 1907, No. 1, col. 1–4; in connection with foreign words, Indg. Forsch. 1902, vol. 13, Anz. p. 215; Zeitschrift für den deutschen Unterricht 1905, p. 780–784, and 1906, p. 105–110; Lit. Zbl. Dec. 9, 1905, col. 1696; and Sept. 29, 1906, col. 1368. Résumé of Sievers' "Sprachmelodisches in der deutschen Dichtung", Indg. Forsch., 1907, vol. 21, 5. Heft, Anz. p. 6–7. *Tendencies in modern German literature*, Lit. Zbl., Beibl. 1906, Sept. 22, col. 386; Journal Engl. & Gmnc. Phil. 1906, Oct., p. 165–170, and Jan. 1907, p. 324–340; Das literarische Echo 1908, Jan. 1, col. 489–491. *Most read books*, as in Das lit. Echo, 1907, Dec. 15, col. 448–449.

5. The student was required to send for the latest catalogues of leading American publishers (American Book Co., Ginn, Heath, Holt, Macmillan), and of various German publishing houses (Cotta, Göschen, Hempel, Hendel, Hesse, Reclam, Niemeyer, Trübner), and was directed in the use of them.

6. The student was required to read in various journals criticisms of American and German publications; for example, Calvin Thomas' "Anthology of German Lit.", Pt. I (in *Mod. Lang. Notes*, June 1907, p. 189—190); Curme, "Grammar of the German Lang." (*Journal of Engl. and Gmnc. Phil.*, Oct. 1906, p. 164); Bielschowsky, "Goethe"; Berger, "Schiller"; Dilthey, "Erlebnis und Dichtung", in a number of journals.

7. Such books were bought by the student as the "Report of the Committee of Twelve", Heath; "Methods of Teaching Mod. Languages", Heath, 1904; "Wie studiert man neuere Philologie?" by Gassmeyer, Leipzig 1903, Rossberg; "The Teaching of Modern Languages", Bahlson, Ginn, 1905; "Chronology and Bibliography of Modern German Literature", Nollen, Scott, Foresman & Co., 1903. Criticisms of the books were read (for Gassmeyer, *Lit. Zbl.*, March 5, 1904, col. 340; Nollen, *Mod. Lang. Notes*, June, 1906, vol. 21, No. 6, col. 188—192). Also criticisms for and against these as well as other publications were compared. Recommendations as to texts were compared; for example, those in Bahlson's book with those in the report of the Committee of Twelve.

8. The student prepared brief outlines of the indexed contents of an *Anzeiger in Indg. Forsch.*; of Goedeke's "Grundriss der deutschen Dichtung"; Kürschner's "Nationalliteratur"; Paul's "Grundriss der germanischen Philologie"; and handled the "Allgemeine deutsche Biographie", comparing for instance the space devoted to Klopstock, Lessing, Wieland, Herder, Goethe, Schiller, Heine, and noting general method of treatment of an author.

9. A list of "best books" was made out by a comparison of the bibliography in the back of Heath's *Mod. Lang. Catalogue*; Hungerland, "Das wissenschaftliche Studium der deutschen Sprache und Literatur"; Heidelberg, Ficker, 1906; Theod. Matthias, "Verzeichnis empfehlenswerter Bücher", 2. Heft, Dresden 1904, Bleyl & Kaemmerer; Nollen, see above; and the notes of the student and teacher.

10. Particular attention was devoted, amongst authors, to the greatest German writers, and such articles worked over as Köster's in *Anzeiger für deutsches Altertum* 1902, vol. 34, p. 72, fol. "Faust", and 1903—04, vol. 47, p. 249—260, Goethe's novels; Goethe's lyrics, *Zt. f. d. Alt.* 1906, vol. 48, p. 117—122; Erich Schmidt, "Aus Schillers Werkstatt", *Deutsche Rundschau*, 1905, vol. 123, p. 175 fol.; Koch's bibliography of the more recent Schiller literature in *Studien zur vergleichenden Literaturgeschichte*, 1905, vol. 5, supplement p. 364—413.

11. The student was required to keep a record, in an alphabetically arranged booklet, of all periodicals read; thus, *Lit. Zbl.* 1907, No. 1, 2, 3.

The above method, it is believed, taught the student how to keep a card catalogue, his own bibliography up to date, and how to keep him-

self abreast of the times, independently of a teacher. This article is sent forth in the hope that it may find adherents, and criticism too, whether adverse or favoring. The course outlined above, as will be seen, is different from a so-called "Journalistic Club," tho it contains some elements that every good Teachers' Course must comprise; rather, it contains elements of both, while accomplishing a different result.

Caroline T. Stewart.

Columbia, Missouri, March 12, 1908.

Berichte und Notizen.

I. Korrespondenzen.

Milwaukee.

Das geistige Programm für den im Juli hier stattfindenden Lehrertag ist entworfen und für die Unterhaltung und Bewirtung der Besucher wird ein umsichtiges Komitee, das jetzt schon an der Arbeit ist, alle Sorge tragen. Der Ruhm der Gastfreundlichkeit, den sich unsere Stadt erworben hat, wird auch bei dieser Gelegenheit keine Einbusse erleiden. Es ist für eine stattliche Anzahl auswärtiger Besucher des Lehrertages vorgesehen und ihrer aller wartet ein warmer Empfang und einige höchst genussreiche Tage in unserer Mitte.

Das im letzten Jahre in Cincinnati begonnene Werk der Gründung eines allgemeinen „Alumni - Vereins“ des Lehrerseminars soll auf diesem Lehrertag foregesetzt werden und über Mittel und Wege beraten werden, wie die Bestrebungen der Alma mater durch ihre einstigen Schüler am besten gefördert werden können.

Unter den Auspizien des Schulrats hielt im Laufe des verflossenen Monats der bekannte Redakteur des „New England Journal of Education“, Herr A. E. Winship von Boston, drei höchst zeitgemässe und belehrende Vorträge über praktische Erziehungsprobleme, besonders über das stets akuter sich gestaltende Problem der Charakterbildung unserer Knaben. Herr Winship, dem eine Fülle von Erfahrungen zu Gebote steht, die er als langjähriger Lehrer und Journalist geschöpft hat, bezeichnete die jetzige Erziehung unserer Knaben als eine in der Methode verkehrte, in ihren Resultaten als unbe-

friedigende. „Vierzig Prozent der im Alter von 12 bis 17 Jahren stehenden männlichen Jugend Amerikas zeigt ganz bestimmte Symptome gehemmter Entwicklung (arrested development)“, erklärte er in einem der Vorträge. „Die vielgepriesene, meistens als smartness angesehene Schlagfertigkeit unserer Gassenjungen ist eine Erscheinung, die eher zu beklagen als zu loben ist; denn sie stellt den höchsten Grad der Geisteskraft und -schärfe dar, den diese Knaben — auch wenn sie 50 Jahre alt werden — je erreichen werden.“ „Wir müssen mit allen uns zur Verfügung stehenden Mitteln versuchen, diese Knaben in der Volksschule zu behalten, bis sie dieselbe absolviert haben.“ „Unsere Aufgabe als Lehrer muss es sein, bei einem jeden Knaben, besonders bei den geistig und sittlich schwachen Zöglingen — ähnlich wie ein Jokai mit einem Rennpferd verfährt — die in seinem Geist und Gemüt empfindliche Stelle zu finden, den Keim, der entwicklungsfähig ist, zu entdecken und ihn in der Richtung, nach welcher sein Interesse strebt, auszubilden.“

Herr Winship verwarf das vorherrschende System der Versetzung den in den verschiedenen Lehrfächern erworbenen Prozentsätzen gemäss, als ein falsches Erziehungsprinzip, das zur Einseitigkeit und zugunsten der Mädchen führe, während die Knaben dadurch zur Trägheit verleitet würden.

Am 30. März schloss Prof. Oskar Burckhardt seine Serie von Vorträgen über Literatur ab, mit einem durch einfache Schilderung und heiteren Humor sich auszeichnenden Vortrag über „Die Waldheimat Peter Roseggers“. Der gesunde Humor und die im steter-